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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   Sharing the planet   1. **Central Idea**   **Being aware of the consequences of pollution on the environment helps people make eco-friendly choices.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance Assessment  **Tool**: Rubric  **Prompt**: Make groups of 3 or 4 members. Discuss environmental problems from your surroundings (house, condominium, school or neighborhood). Choose one problem describe the effects on the environment and think of possible alternatives that a 5 to 7 year old child can implement. Decide on a way to present a campaign that helps people remember to make eco-friendly choices. You can choose from song, cheers, stories, posters, brochure, letter or flyers.  **Evidence:** Children will pretend to be environmental leaders and they will create a campaign that will make people conscious about how everybody’s actions in the environment affect its balance.   |  |  | | --- | --- | |  | **Effects**  **Alternatives**  **(eco-friendly)** | | **A** | La campaña describe con precisión el problema ambiental identificado, proponiendo alternativas de solución respetuosas con el medio ambiente y | | **B** | La campaña describe claramente el problema ambiental identificado, proponiendo alternativas de solución respetuosas con el medio ambiente. | | **C** | La campaña describe de manera general el problema ambiental identificado pero algunas de las alternativas de solución respetuosas con el medio ambiente planteadas están más en las manos de los adultos | | **D** | La campaña carece de la descripción de un problema ambiental claro y por ende las alternativas de solución no son posibles | |

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| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 years old |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2010-2.011 | |
| **Teachers:** Fernando Arce, Pilar Clavijo, Laura Restrepo, Mark Hustad , Vicky Libreros, Claudia Madriñán, Vicente Medina, Maggie Quiñones, Ana Patricia Ortiz, María Fernanda Romero , María Elena Valencia, Teresa Velasquez, Fernando Arce, Diana Moreno, Martha Elena Duque & Sidey Viedman. | |
| **Proposed Duration:** | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  FORM CAUSATION RESPONSIBLITY CONNECTION    Pollution Consequences Choice Environment | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into different forms/sources of pollution * An inquiry into the consequences of pollution on the environment * An inquiry into alternative choices that don’t pollute the enviornment * An inquiry into the ways that a 5 to 7 year old child can do to help the environment | |
| What teacher questions/provocations will drive these inquiries?  Provocation  Children will watch the following videos: <http://www.youtube.com/watch?v=bnGcf0mRZ98> <http://www.youtube.com/watch?v=m1DhJ-BfZRY>, <http://www.youtube.com/watch?v=oROsbaxWH0M> <http://www.youtube.com/watch?v=CgqRNMPxifA>  Question  What is environment? What are the different forms of pollution? What are the different sources of pollution? How do people pollute? What consequences can we have because of pollution? What can we as 5, 6 and 7 year old children do? | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **Knowledge**: **Previous Knowledge – L1**  Los estudiantes observarán 6 diapositivas proyectadas en video beam las cuales muestran fotografías de paisajes naturales hermosos y agradables a la vista. Se les pedirá que piensen y luego respondan a las siguientes preguntas.   1. ¿Qué tienen en común? (Agua, tierra , aire, plantas, animales, etc.) 2. Imagínense ustedes allí, ¿Qué sienten y porqué? ¿De qué les da ganas? 3. ¿Qué acciones harían las personas que convertirían cada lugar agradable en lugar desagradable?   **Strategy-** Open- ended task **Tool -** Anecdotal record  **Skills-**  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **Line of inquiry**: Which different forms/sources of pollution are in the environment.  **Activity** children will circle in a worksheet given the sources of pollution in the environment.  Strategy: Selected response Tool: Checklist  **Line of inquiry :**  Consequences of pollution on the environment  **Activity:** Children will circle in a worksheet given the consequences of pollution in the environment  **Strategy:** Selected response **Tool :** Checklist  **Line of inquiry:** Alternative choices that don’t pollute the environment  **Activity:** Children will draw and write on their notebooksexamples ofsome of the alternative choices that don´t pollute the environment.  **Strategy:** Open-ended task **Tool:** Rubric-Checklist  **Line of inquiry:** The ways that a 5 to 7 year old child can do to help the environment  **Activity:** Children will cross out or circle on worksheet given the ways they can contribute to prevent pollution on the environment daily.  **Strategy:** Selected response **Tool :** Checklist | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Pedagogical Trips:**  Palmas Mall, children will go to Palmas Mall where they will see a puppets presentation based on recycling and the importance of being caring with our environment. It will be an interacting experience, children will play, draw, eat and classify the rubbish according to the established symbols for recycling  **Interactive Presentations by experts**  José Fidencio will present information about recycling, and how it is working at CCB. Then, children will go around PK and First classrooms to check if their bins are being using properly and the rubbish is being classifying in a correct colour of the bin. Each class will have a plenary to reflect on the information collected they will talk to children who needs to work on that.  Jorge Castillo will talk about the transformation of organic matter to obtain a fertilizer therefore reducing pollution and getting back mother nature. They will draw and write what they learn and share their enduring understanding with their friends in concentric circles activity.  **Research on a Topic**  **Inquiry at the library**: Children will search books individually about environment and sources of pollution. They will draw and register their findings in a bubble map. Then, in small groups they will share what they have registered.  **Inquiry at the ICT:** Children will search information that allow them to answer their questions related to what they want to learn and the consequences of pollution, afterwards in small groups they will discuss and register in their notebooks what they have found.  **Cooperative Learning**  Pollution maze  There will be a maze in one of the classrooms where children will have the opportunity to experiment different kinds of pollution: visual pollution, noise, garbage, etc, then they will fill out a conceptual map to register different sources of pollution, to close the activity children will share their findings in a plenary.  Contaminación auditiva:  Contaminación Visual:  Tour around the school  Children will go around the school looking for different sources of pollution. Back in their classrooms in their notebooks they will draw or write in a bubble map the different sources of pollution they found at school.  Then they will do a homework were they will have to search at home different sources for pollution.  **Transdisciplinary Skills:**  **Social Skills**  **P.S.E**. – Accepting responsibility, being willing to assume a share of the responsibility. En el taller de Afectividad la sicóloga trabajará con el cuento Franklin siembra un árbol para generar compromiso sobre sus responsabilidades con el medio que los rodea. Así mismo, se trabajará la actitud de independencia.  **Communication Skills**  LISTENING – Escuchar la información.  **Club de lectura:** El grupo grande estará dividido en grupos pequeños de 5 estudiantes cada uno. A la vez, los integrantes de cada grupo pequeño llevarán el mismo libro de ficción a casa donde se espera que un adulto lo lea en voz alta con las siguientes instrucciones:   * Leer en voz alta y detenerse en un trozo que cause expectativa para preguntarle al hijo(a): ¿Qué crees que va a pasar? ¿Qué te hace pensar que va a pasar eso? Continuar la lectura: ¿Sucedió lo que esperabas? * ¿Qué momentos del cuento hay alegría/tristeza, valentía/miedo, sorpresa agradable/desagradable, placer/ fastidio? * ¿Qué momento del cuento se parece/te recuerda algo que te ha ocurrido?   Dispondrán de 8 días para realizar en casa la actividad cuando cada grupo se reunirá para escuchar a las respuestas de cada integrante.  **L2** – Reading- viewing – Understanding the ways in which images and languages interact to convey ideas.( Campaign)  **Self-Management Skills**  **P.S.E –** Informed Choices- selecting an appropriate course of action  **Research Skills**  **Maths: Organizing, sorting and categorizing information about eco-friendly choices daily.**  **Learner Profile**  Children will strive to be Balanced, Communicators, Caring, Thinkers, Inquirers, Knowledgeable and Principled through developing the learning experiences and during their daily interactions.  ATTITUDES  Independence |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  Experts: José Fidencio, Jorge Castillo  Videos: <http://www.youtube.com/watch?v=bnGcf0mRZ98> <http://www.youtube.com/watch?v=m1DhJ-BfZRY>, <http://www.youtube.com/watch?v=oROsbaxWH0M> <http://www.youtube.com/watch?v=CgqRNMPxifA>  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  **There will be a display with the different information gathered. There will also be a check list with the possible ways of contribution.**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

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| **6. To what extend did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teacher involved in the planning and teaching of the inquiry should be included.** |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.** |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  . |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**  **Cooperative Learning**  **Contaminación auditiva:**  **Cooperative Learning**  **Contaminación auditiva: Los niños respondieron espontáneamente ante el ejercicio inicial descrito en el paso 4. Se taparon lo oídos y manifestaron desaprobación y molestia ante el exceso de ruido. En el conversatorio demostraron claridad en la conceptualización. Concluyeron que el silencio es importante, que el exceso de sonido se convierte en ruido, que hay ruido en la calle, en las fábricas, en la clase cuando no se callan o hay gritos y que todo esto es lo que contamina el medio ambiente y afecta la salud.. Expresaron que el ruido es molesto, y que el silencio produce calma, tranquilidad.** |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  **Students questions**  **¿Cómo podemos cuidar la capa de ozono?**  **¿Qué otras cosas puedo hacer para cuidar el planeta?**  **¿Cómo puedo cuidar las plantas?**  **Teachers questions / provocations**  **What student–initiated actions arose from the learning?**  Los niños Juan José y Juan Andrés Massimo de BK, en la hora de su recreo después de la clase de “*sources of pollution*”, estuvieron recogiendo papeles y comentando respecto del cuidado del medio ambiente.  El niño Martin Caicedo de GK, mientras la profesora cuidaba su recreo, hizo comentarios respecto de la basura y la puso en su lugar.  La niña Michelle Karam de RK comento que en su casa abrió las ventanas en lugar de prender la luz, para iluminar su cuarto.  En R.K. la niña María Alejandra al escuchar a sus compañeros gritar “cafetería” le pidió a la teacher que les dijera que bajaran la voz porque estaban contaminando el planeta.  Juan José de B.K. conto muy orgulloso que el ya estaba pendiente en su casa de apagar las luces que no se necesitaban.  Natalia, niña de B.K. comento que en su casa estaba usando las cajas vacías para hacer aviones y robots. |

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| **9. Teacher notes** |
| * The results of the prior knowledge showed the children already had wide ideas of the environment. * La actividad de conocimientos previos hecha desde español, fue muy bien diseñada y muy apropiada para lo que se necesitaba de acuerdo a los conceptos que se iban a trabajar en la unidad. * Muchos de los niños ya tienen muy buenos aprendizajes perdurables para esta unidad, adquiridos en la unidad pasada de “Cómo funciona el mundo”. * **Spanish class**: La actividad del Club de Lectura retoma y pone en acción la idea central de la unidad 4 “An organisation is a group of people in which each member has a role and works collaboratively to achieve a common goal”. El Club de Lectura es un trabajo de equipo (5 equipos de 5 estudiantes cada uno) que involucra el intercambio de libros, la escucha de experiencias personales, el placer del deber cumplido para el beneficio propio y el de otro. Cuando un estudiante no cumple con la responsabilidad de traer el libro el miércoles hay una consecuencia doble pues él mismo no podrá cambiar de libro con el integrante de otro grupo y un compañero de otro grupo se quedará sin recibir el libro; también sucede que ambos tendrán menos días para que en casa el adulto les lea el cuento. Aquellos que cumplen su responsabilidad cada miércoles participan de una contribución recíproca, la propia y la de otro, en el intercambio de libros. * Se sugiere tener la actividad de rotación sobre las diferentes fuentes de contaminación realizado en la clase de RK como provocación para el próximo año. * Incluir el próximo año la salida a la CVC contactar con Maria- Clemencia.Sandoval.@ cvc.gov.co, * Es importante tener en cuenta la actividad de *Eco-friendly choices* diariamente |